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ABSTRACT

A study was conducted to analyze the personal needs and college press profiles of Negro teacher trainees at Fayetteville State University (N.C.) during the early sixties. The students' perceptions of themselves in relation to institutional press (administrative policies, academic regulations, social rules, and their concomitants) were seen as the crucial determinants of behavior. The 296 subjects were students of both sexes randomly selected from all four undergraduate classes. Ss were administered the Stern Activities (AI) index, which measures personal needs of college students, and College Characteristics (CCI) index, which measures college press. Each instrument includes 10 items on each of 30 need-press scales. Responses were statistically computed in terms of 1) distance coefficients to ascertain congruence of dissonance between personal needs and college press; 2) phi-coefficients to show the relationship between honor point averages, sex, and college classification; 3) means and sigmas of the Fayetteville and Stern study groups for comparative purposes, and 4) factor and item analyses to ascertain the basic need-press profiles of the Fayetteville study group. Major findings revealed that need-press patterns tended to be dissonant, i.e., these students do not find the kinds of experiences in their college environment that are consonant with their personal needs. (Specific findings and recommendations for change are included.) (JS)

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ON CONGRUENCE AND DISSONANCE IN THE PERCEPTIONS OF NEGRO TEACHER TRAINEES

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Division D: Profile Analyses: Rationales

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Preliminary Statement

Traditionally, little or no credence has been given to views which students held about college life. This study, however, departs from the conventional modes of viewing college life by subscribing to the thesis that college life is a function of the need-press rapport of the college milieu as perceived by students. Indeed, such perceptions are the precursors of individual and group behavior in many facets of the college environment; they arise from the interaction of personal needs and college press in terms of fulfilling or thwarting individual ambitions, goals, and drives, and in coping with other idiosyncracies of students. It follows, then, that it is of crucial importance to employ a methodology which assesses need-press patterns of the college environment as perceived by students in attendance. Simply stated, the students' perceptions of themselves in relationship to institutional press - administrative policies, academic regulations, social rules, and their concomitants - are seen as the crucial determinants of behavior. This is, relatively speaking, an innovative way of viewing college life, and holds a greater possibility of illumining student behavior in the college milieu. Moreover, it implies that the functional college environment is consonant with what students say it is, and not what the establishment says it is.

The Problem

Basically, this study was concerned with an analysis of personal needs and college press profiles of Negro teacher trainees at Fayetteville State University,

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Fayetteville, North Carolina during the early sixties. At that time, Fayetteville State was charged solely with the responsibility of training and/or developing Negro elementary school teachers. It follows, then, that the universe of this study was comprised , in toto, of Negroes who aspired to become elementary School teachers.

For additional clarity, it should be noted that the subjects involved in this study consisted of 296 students of both sexes, and that they were randomly selected from all under-graduate classes. Precisely speaking, 50 males and females were selected from the freshman class; 27 males and 52 males from the sophomore class; 17 males and 36 females from the junior class, and 30 males and 34 females from the senior class.

A central notion concerning the need-press profiles of these subjects was: the longer students had experienced the college environment, the greater would be the similarity between need-press profiles. This implied that any index found between need-press profiles in the successive order of examining freshmen, sophomores, juniors, and seniors would be declining. A relatively small index between these profiles was designated as congruent, and a relatively large index was referred to as dissonant. It should be noted that in analyzing the perceptions which these subjects held about themselves and their college press, inquiry centered around dissohance and congruence by class levels, sex, and honor point status.

Sources of Data and Methodology

In order to analyze the perceptions which the 296 subjects involved in this study held about themselves and their college environment, the Stern Activities (AI), and College Characteristics (CCI) indices were employed. The former instrument (AI) measures personal needs of college students, and the latter instrument (CCI) measures college press. In like vein, each instrument has 30 scales descriptive of personal needs and college press that are identical. The 30 need-press scales which make-up these instruments are as follows:

Need-Press Scales

1. Abasement
2. Achievement
3. Adaptiveness
4. Affiliation-Rejection
5. Aggression-Blameavoidance
6. Change-Sameness
7. Conjunctivity-Disjunctivity
8. Counteraction-Infavoidance
9. Deference
10. Dominance
11. Ego-Achievement
12. Emotionality-Placidity
13. Energy-Passivity
14. Exhibitionism-Infavoidance
15. Fantasied-Achievement

Need-Press Scales

16. Harmavoidance
17. Humanism
18. Impulsion-Deliberation
19. Narcissism
20. Nurturance-Rejection
21. Objectivity
22. Order
23. Play
24. Pragmatism
25. Reflectiveness
26. Scientism
27. Sentience
28. Sex-Prudence
29. Succorance-Autonomy
30. Understanding

In each data-gathering instrument, the subjects responded to the 10 items included on each of the 30 need-press scales of 300 responses for each instrument. These responses were statistically computed in terms of: (1) distance coefficients (D^2) to ascertain congruency or dissonancy between personal needs and college press; (2) phi-coefficients (Φ) to show the relationship between honor point averages, sex, and college classification; (3) Means and Sigmas of the Fayetteville and Stern study groups for comparative purposes, and (4) factor and item analyses to ascertain the basic need-press profiles of the Fayetteville study group.

Major Findings

On the bases of the basic rationale undergirding this study, the major findings of this investigation revealed that the need-press patterns of this Negro college population tended, in general, to be dissonant. As used in this paper, dissonance

refers to dissimilarities between personal and situational responses which individuals make about themselves and existing conditions of their culture. Thus, distance coefficients (D^2) of 14.70 and higher between need-press patterns were interpreted as indicating dissonancy between personal needs and college as perceived by the subjects involved. Based upon the foregoing frame of reference, an analysis of the need-press profiles showed the following results:

1. Distance coefficients ranged from 8.43 to 27.15 with the freshmen, sophomores, juniors and seniors having mean distance coefficients of 13.11, 15.65, 15.33, and 15.62 respectively. Instead of decreasing from lower to upper class levels as was hypothesized, the distance between need-press profiles actually increased for the three upper class levels. The freshmen class had the only distance coefficient between need-press syndromes that could be classified as congruent. The sophomore, junior and senior classes closely approximated each other, and were interpreted as perceiving dissonancy between their personal needs and college press

2. Distance coefficients in relationship to honor point averages by class levels, and sex tended to be distinctly dissonant for all class levels with the exception of the senior class. Specifically, it should be noted that: (a) phi-coefficients for the three lower level classes revealed that in each instance, there was an increase in dissonance with high honor point averages, and an increase in congruence with low honor point averages. These findings were, of course contrary to expectations; (b) In analysizing phi-coefficients, in four cases out of five groups - the total group, freshmen, juniors, and seniors - the females have lower correlations than the males; the sophomore class was the one exception. This suggests that the female group, as a whole, shows a slightly greater convergence between need-press patterns than is shown by the male group. and (c) congruence between high honor point averages and need-press only occurred at the senior class level. This seems to suggest that it requires four years for such a convergence to

evolve.

3. The means and sigmas for the Stern and Fayetteville study groups indicate that the fayetteville group was more alike with reference to their need-press profile than was the Stern group. Although there were some similarities between the two groups, each group resembled its own press more than it resembled the press of the other. An analysis of the two groups revealed the following need-press profiles in terms of the dominant variables which emerged:

Dominant Needs of Stern Group	Dominant Needs of Fayetteville Group
1. Objectivity	1. Order
2. Affiliation	2. Conjunctivity
3. Understanding	3. Humanism
4. Energy	4. Deference
5. Succorance	5. Affiliation
6. Deference	6. Harmavoidance
7. Pragmatism	7. Pragmatism
Dominant Press of Stern Group	**Dominant Press of Fayetteville Group**
1. Objectivity	1. Conjunctivity
2. Change	2. Order
3. Conjunctivity	3. Nurturance
4. Scientism	4. Adaptiveness
5. Order	5. Aggression
6. Achievement	6. Harmavoidance
7. Understanding	7. Dominance

The factorial analysis of the need-press scales for this study is based upon Kaiser's Illiac Varimax rotation for simple structures. The employment of this technique revealed that there is more dissonance than congruence in the need-press profiles of these Negro subjects. The dominant need-press profile which emerged as a result of factor analysis is as follows:

Dominant Needs for Total Group	Dominant Press for Total Group
1. Humanism and Scientism	1. Reflectiveness
2. Exhibitionism and Aggression	2. Scientism
3. Narcissism	3. Abasement
4. Impulsion	4. Submissiveness
5. Rejection	5. Play
6. Abasement	6. Achievement
7. Objectivity	7. Deference
8. Understanding	8. Order
9. Counteraction	9. Harmavoidance

Recommendations

In general, the findings of this study strongly suggest that these Negro college students do not find the kinds of experiences in their college environment that are consonant with their personal needs. As an initial start toward alleviating this condition, the following recommendations are made:

1. A concerted effort should be made to bring the goals of the college more in line with student needs or the college must necessarily modify the perceptions which students hold with reference to their college environment.
2. Periodic self-examination of administrative procedures, personnel policies, classroom practices, and interpersonal relationships should become a vital aspect of the total program of the institution.
3. The counseling and guidance program needs to be objectively assessed in terms of whether or not it actually serves to help students solve and cope with their personal problems.
4. The need-press profiles of this study group reveal consistent patterns of rejection, introversion, and submissiveness. Obviously, ways must be found to eliminate these kinds of infantile tendencies.
5. Finally, the periodic assessment of the total college program must become a joint endeavor which utilizes the energies and abilities of students, instructors, administrators, and non-teaching personnel alike.